

THE DEPARTMENT OF EDUCATIONAL THEORY AND PRACTICE

Programs in Elementary/Secondary Education, Special Education, Reading Education, Early Childhood Education, and School Counseling

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Mission

The College of Education is dedicated to:

- Preparing incomparable, caring, and committed professionals for schools in Montana and beyond;
- Conducting socially significant applied research to improve the human condition;
- Providing community service to improve the quality of life experienced by Montanans; and
- Providing graduate and continuing education for career-long professional development.

Admission Requirements

The following criteria are considered for program admission decisions for the Master of Education (M.Ed.), Master of Science in Special Education (M.S.S.Ed.), Post Baccalaureate Licensure, and Endorsement programs:

1. Undergraduate GPA of at least 3.0.
2. Graduate GPA of at least 3.0
3. GRE (Graduate Record Examination) total score of 290 (verbal + quantitative) and written score of 3.5. The Master of Education Curriculum and Instruction Licensure Option and Post Baccalaureate Endorsement Plans of Study do not require the GRE, but do require PRAXIS II Content Exams for exit and licensure.

Provisional admission may be considered for students who do not meet these criteria.

Note: Students in the Master of Science in Special Education Advanced Studies Option, Master of Science in Special Education Generalist Option, or the Master of Education Interdisciplinary Studies programs must meet minimum GRE scores of 145 verbal, 145 quantitative, and 3.5 writing.

Note: Only one "C" grade can be counted in coursework leading to a degree in the Master of Science in Special Education Advanced Studies, Master of Science in Special Education Generalist, or the Master of Education Interdisciplinary Studies.

All students seeking a degree or post baccalaureate program through the Department of Educational Theory & Practice must obtain criminal background reports by submitting fingerprints to the Licensure Office upon application to Graduate Studies.

- Advanced Studies Option Applied Behavior Analysis Emphasis Master of Science in Special Education (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/mssed-advanced-studies-applied-behavior-analysis>)
- Advanced Studies Option Special Education Emphasis Master of Science in Special Education (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/mssed-advanced-studies-special-education>) Offered Online

- Curriculum and Instruction Teacher Licensure Option Master of Education (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/med-curriculum-instruction-teacher-licensure>)
- Generalist Option Master of Science in Special Education (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/mssed-generalist>) Offered Online
- Interdisciplinary Studies Master of Education (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/med-interdisciplinary-studies>)
- Online Instructional Technologies Master of Education *Program placed on moratorium* (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/med-online-instructional-technologies>)
- Reading Option Master of Education (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/med-reading>)
- School Counseling Option (K-12) Master of Education (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/med-school-counseling-k-12>)
- Teaching and Learning Online Certificate (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/certificate-teaching-learning-online>)
- Teaching English to Speakers of Other Languages (TESOL) Certificate (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/certificate-tesol>)
- Applied Behavior Analysis Track (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/applied-behavior-analysis-track>)
- School Counseling (K-12) Graduate Endorsement (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/graduate-endorsement-school-counseling-k-12>)
- Special Education (P-12) Teaching Endorsement (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/teaching-endorsement-special-education-p-12>)
- Special Education Supervisor Endorsement (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/endorsement-special-education-supervisor>)
- Secondary Teacher Licensure Program (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/secondary-teacher-licensure-program>)
- Elementary Teacher Licensure Program (<https://catalog.msubillings.edu/graduate/college-education/department-educational-theory-practice/elementary-teacher-licensure-program>)

Early Childhood

EC 590 Internship. 1-6 Credits
Prerequisite(s): Approved plan of study and approved internship application.
Provides experience as an assistant in an early childhood setting. Lab fee required.
Valid Criminal background check required.
Department: EDCI/EDF

EC 591 Independent Study. 1-6 Credits
Prerequisite(s): Consent of the instructor, approval of the department chairperson and Dean of Education, and Independent Study contract filed with the Office of Graduate Studies.
Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Early Childhood.
Department: EDCI/EDF

EC 592 Seminar. Provides an opportunity to investigate topics at the advanced level pertinent to the area of Early Childhood. Department: EDCI/EDF	1-6 Credits	EDCI 514 Inst Strtgs in Science. Term Typically Offered: Fall Prerequisite(s): Consent of Instructor. Covers the role of various teaching strategies in maximizing the effectiveness of science classroom instruction including the use of technology and activity-oriented strategies. Students will investigate the use of traditional and constructivist strategies in effective classroom instruction and will investigate national trends in science education. Lecture Hours 2 Department: EDCI/EDF	2 Credits
EC 593 Workshop. Provides an opportunity for experimental study at the advanced level in an area of Early Childhood. Department: EDCI/EDF	1-6 Credits	EDCI 517 Intgrtng Arts Across Elem Curr. Term Typically Offered: Fall, Summer Prerequisite(s): Admission to Teacher Education. Explores the content and pedagogy for integrating visual arts, music, and drama into a standards-based curriculum. Participants will develop lesson plans for effective arts integration, teaching strategies to address the needs of diverse learners, and assessment and evaluation techniques. Lecture Hours 4 Department: EDCI/EDF	4 Credits
EC 594 Clinic. Prerequisite(s): Consent of Instructor. Provides an opportunity to explore and develop advanced skills in working with individuals in early childhood settings. Lab fee required. Valid Criminal background check required. Department: EDCI/EDF	1-6 Credits	EDCI 519 Graduate Practicum. Term Typically Offered: Fall, Spring Prerequisite(s): Admission to Teacher Education and consent of instructor. Engages students in 65 hours of supervised practical experience in a classroom. This experience includes: structured observation focusing on cultural and developmental characteristics of children, working with teachers on individual diagnosis of student needs and prescription of student activities, and assisting small groups of students in accomplishing learning tasks. Lab fee required. Valid Criminal background check required. Department: EDCI/EDF	2 Credits
EC 599 Thesis. Prerequisite(s): EDF 501 or equivalent and an approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree. Department: EDCI/EDF	6 Credits	EDCI 533 Adv Study in Math Instruction. Covers the role of various teaching strategies in maximizing the effectiveness of mathematics classroom instruction, including the use of manipulatives, technology, and different forms of classroom organization. Lecture Hours 3 Department: EDCI/EDF	3 Credits
Curriculum and Instruction			
EDCI 500 Curriculum Development. Term Typically Offered: Fall, Spring, Summer Prerequisite(s): Admission to graduate study. Provides a basic graduate level curriculum course to students seeking teaching licensure. Topics of study include: curriculum goals, objectives and lesson planning, teaching models, and assessment. Lecture Hours 2 Department: EDCI/EDF	2 Credits	EDCI 554 TESOL Lang, Culture & Pedagogy. Term Typically Offered: Summer Examines issues of language, culture, and pedagogy in the second/foreign language classroom. Focus is placed on developing cross-cultural competence in the classrooms, with families, and in communities. This course is intended to provide students with an opportunity to reflect on the mutual impact of language, culture, and pedagogy in the learning experiences of ESL/EFL learners. This course enables students to examine their own and others' assumptions about language and culture. More importantly, this course explores culturally and linguistically diverse students' funds of knowledge and critically reflects upon methodologies to extract and use them as assets for teaching. Lecture Hours 3 Department: EDCI/EDF	3 Credits
EDCI 511 Inst Strtgs Lang Arts/Chld Lit. Term Typically Offered: Fall Provides an in-depth view of current research and classroom practices for the methods of teaching language arts and children's literature. Emphasis is placed on the pedagogical process of learning language skills and genres. Lecture Hours 2 Department: EDCI/EDF	2 Credits	EDCI 512 Inst Strtgs in Social Studies. Term Typically Offered: Fall Prerequisite(s): Consent of Instructor. Provides an in-depth view of current research and classroom practices for the methods of teaching social studies. Emphasis is places on the pedagogical process of learning the different branches of social studies. Lecture Hours 2 Department: EDCI/EDF	2 Credits
EDCI 513 Inst Strtgs in Mathematics. Term Typically Offered: Fall Prerequisite(s): Consent of Instructor. Covers the role of various teaching strategies in maximizing the effectiveness of mathematics classroom instruction including the use of manipulatives, technology, and activity-oriented strategies. Students will investigate the use of traditional and constructivist strategies in effective classroom instruction, and will investigate national trends in mathematics education. Lecture Hours 2 Department: EDCI/EDF	2 Credits		

EDCI 555 TESOL Second Lang Acquisition. Term Typically Offered: Fall Explores the theories of first and second language acquisition and how they relate to trends in society, education, and related disciplines. The course will discuss current theories in cognitive, affective, and sociocultural domains regarding second language learning. This course will investigate topics in three groups: Universal features of the L2 learner and the L2 learning process that determine the nature and route of acquisition, (2) Individual influences related to differential rate of acquisition in L2, and (3) Sociocultural dimensions that influence L2 learning. The course requires field experiences, group reflections, and self-critique. Participants are expected to complete the required readings and have experience in an ESL classroom, review a textbook, and develop a professional growth portfolio. Lecture Hours 3 Department: EDCI/EDF	3 Credits	EDCI 575 Asmnt of Online Lrng Outcms I. Term Typically Offered: Spring (odd years) Utilizing instructional technology learner-centered principles in the application of multi-dimensional approaches in the assessment, evaluation, and measurement of learning outcomes. Lecture Hours 3 Department: EDCI/EDF	3 Credits
EDCI 556 TESOL Methds, Assessmnt,& Eval. Term Typically Offered: Spring Gives second language teachers a critical understanding of basic concepts and principles in second language teaching. Specifically, the course explores the multi-dimensional nature of the teacher as a learner of teaching, the contexts within which teaching occurs, and the activities and content of second language teaching and learning. The topics include the role of teacher in addition to a series of teaching methods. Students engage in a range of theoretical, pedagogical, and reflective activities. This course requires field experiences, group reflections, and self-critique. The course has been created in accordance with TESOL and CAPE standards. This course focuses on the process of testing and assessing English language learners. It is designed to help students understand the principles, theories, practices, and processes of second language assessment, including an understanding of the movement in language assessment toward more authentic testing. Topics in class include the purposes of assessment, use of evaluation techniques, scaffolding of assessment, formal/informal assessment tools, assessment of oral/written communication and grammar, designing authentic assessment, integration of standardized and authentic assessment, interfacing assessment and instruction, the impact of a first language and culture on assessment, and using students' cultural and linguistic strengths in designing and interpreting assessments. Lecture Hours 3 Department: EDCI/EDF	3 Credits	EDCI 576 Instructional Materials Design. Term Typically Offered: Summer (odd years) Prerequisite(s): Consent of instructor. Provides procedures and practice in designing and developing instructional materials. The principles of visual and graphic design and layout will be stressed. Lecture Hours 3 Department: EDCI/EDF	3 Credits
EDCI 572 Intro Educational Technology. Term Typically Offered: Fall (even years) Familiarizes computer technology and software applications designed to effectively integrate technology into instruction. Department: EDCI/EDF	3 Credits	EDCI 577 Asmnt of Online Lrng Outcms II. Term Typically Offered: Fall (odd years) Creates projects that engage participants in interactive learning strategies in an online environment. Students will implement technology as a tool to enhance instruction. This is the capstone course for the Certificate program. Lecture Hours 3 Department: EDCI/EDF	3 Credits
EDCI 573 Pedagogical Instructional Dsgn. Term Typically Offered: Fall (even years) Provides students with an introduction to the process of instructional design. Students will learn to systematically plan, develop, evaluate, and manage the instructional process and will use this information to create effective instructional materials. Lecture Hours 3 Department: EDCI/EDF	3 Credits	EDCI 584 Student Teaching (K-12). Term Typically Offered: Fall, Spring Prerequisite(s): Approved application to student teach. Places the student in a supervised field experience in a K-12 setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. A lab fee is required. Valid Criminal background check required. Department: EDCI/EDF	6 Credits
EDCI 574 Adaptations for Diverse Lnrs. Term Typically Offered: Spring (odd years) Focuses on addressing learning styles, identifying appropriate instructional materials, and implementing state-of-the-art instructional approaches. Students will be introduced to the process of designing instructional strategies for ALL learners. Lecture Hours 3 Department: EDCI/EDF	3 Credits	EDCI 585 Student Teaching (Elementary). Term Typically Offered: Fall, Spring Prerequisite(s): Approved application to student teach. Places the student in a supervised field experience in an elementary setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. A lab fee is required. Valid Criminal background check required. Department: EDCI/EDF	6 Credits
		EDCI 586 Student Teaching (Secondary). Term Typically Offered: Fall, Spring Prerequisite(s): Approved application to student teach. Places the student in a supervised field experience in a secondary setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. A lab fee is required. Valid Criminal background check required. Department: EDCI/EDF	6 Credits

EDCI 589 Extended Campus Professional D. Designated course number for professional development credit bearing courses offered by Extended Campus. These credits do not count toward any degree at MSU Billings. Department: EDCI/EDF	1-6 Credits	EDCI 691 Independent Study. Term Typically Offered: Fall, Spring, Summer Prerequisite(s): Consent of the instructor, approval of the department chairperson and Dean of Education, and Independent Study contract filed with the Office of Graduate Studies. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Curriculum and Instruction. Department: EDCI/EDF	1-6 Credits
EDCI 590 Internship. Term Typically Offered: Fall, Spring, Summer Prerequisite(s): Approved plan of study and approved internship application. Corequisite(s): EDCI 597. Provides experience in a responsible appointment as an assistant in an appropriate instructional setting. Lab fee required. Valid Criminal background check required. Department: EDCI/EDF	1-6 Credits	EDCI 697 Critical Issues in Education. Term Typically Offered: Spring, Summer Prerequisite(s): Successful completion of EDF 501 or approved equivalent and be in good standing. Provides experiences in reviewing literature on current issues in education with an emphasis on the synthesis of this research into written and oral presentations. Lecture Hours 3 Department: EDCI/EDF	3 Credits
EDCI 591 Independent Study. Department: EDCI/EDF	1-6 Credits	EDCI 698 Directed Research Project. Term Typically Offered: Fall, Summer Provides practicing teachers who are pursuing a master's degree the opportunity to engage in a semester-long directed research project. Each student will work closely with a faculty member to develop and conduct a research project and then analyze and present the results of the project. The specific type of research design will vary depending on student interest. Lecture Hours 3 Department: EDCI/EDF	3 Credits
EDCI 592 Seminar. Term Typically Offered: Fall, Spring, Summer Provides an opportunity to investigate topics at the advanced level pertinent to the area of curriculum and instruction. Department: EDCI/EDF	0.5-6 Credits	EDCI 699 Thesis. Term Typically Offered: Fall, Spring, Summer Prerequisite(s): EDF 501 or equivalent and an approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree. Department: EDCI/EDF	6 Credits
EDCI 593 Workshop. Term Typically Offered: Fall, Spring, Summer Provides an opportunity for experimental study at the advanced level in an area of curriculum and instruction. Department: EDCI/EDF	1-6 Credits		
EDCI 594 Clinic. Prerequisite(s): Consent of Instructor. Provides an opportunity to explore and develop advanced skills in working with individuals in appropriate instructional settings. Lab fee required. Valid Criminal background check required. Department: EDCI/EDF	1-6 Credits		
EDCI 597 Contemporary Issues Tchr Educ. Prerequisite(s): Admission to candidacy in Teacher Licensure Program of Study, completion of 75% of program coursework. Corequisite(s): EDCI 590. Provides an issue-focused action research course for students completing graduate level teaching licensure. Topics of study include: drug and alcohol education (10 hrs.); classroom management and discipline; multicultural education; and legal issues in education. Department: EDCI/EDF	3 Credits		
EDCI 610 Curr Theory: Analysis & Pract. Term Typically Offered: Spring, Summer Prerequisite(s): Approved graduate plan of study and prior course in curriculum. Explores past, contemporary, and future directions for curriculum, based on current research. Students will conduct a comprehensive review of the literature in a curricular area of their choice. Department: EDCI/EDF	3 Credits		
EDCI 690 Internship. Term Typically Offered: Fall, Spring, Summer Prerequisite(s): Approved plan of study and approved internship application. Provides experience in a responsible appointment as an assistant in an appropriate instructional setting. Lab fee required. Valid Criminal background check required. Department: EDCI/EDF	1-6 Credits		

Educational Foundations

EDF 501 Research Dsgn & Interpretation. Term Typically Offered: Fall, Spring, Summer Extends students' undergraduate preparation, via a survey of the broad areas of research that address human behavior, ranging from natural history through experimental strategies to philosophy of science. Engages students in what was historically known as natural philosophy. The concepts, skills, insight, and understanding needed to appropriately apply and interpret this wide range of research are presented, with students engaging in individual projects that lead them through every phase of integrated, though introductory, research. The course provides the basis for further master's level research. Lecture Hours 3 Department: EDCI/EDF	3 Credits
EDF 515 Social & Phil Issues in Educ. Term Typically Offered: Fall, Spring, Summer Prerequisite(s): Graduate standing or consent of instructor. Asks students to analyze their own assumptions about the process of education, develop understanding of key social, philosophical, and legal issues in public education, and relate these issues to their own work in schools. Includes recent developments in education law. (Discussion-based course designed for graduate students working toward licensure as teachers or school counselors and practicing teachers or counselors.) Lecture Hours 3 Department: EDCI/EDF	3 Credits

EDF 530 Adv Human Dev & Learning.	3 Credits
Term Typically Offered: Fall, Spring, Summer	
Builds upon relevant undergraduate preparation in order to critically examine the major theories developed to understand human learning and development. Inquiry focuses on criticism of the theories themselves, examination of the empirical support or lack of support they receive, and the professional principles and practices derived from each theory.	
Lecture Hours 3	
Department: EDCI/EDF	
EDF 590 Internship.	1-6 Credits
Term Typically Offered: Fall, Spring, Summer	
Prerequisite(s): Approved plan of study and approved internship application.	
Provides experience in a responsible appointment as an assistant in a foundation and/or leadership setting. Lab fee required. Valid Criminal background check required.	
Department: EDCI/EDF	
EDF 591 Independent Study.	1-6 Credits
Term Typically Offered: Fall, Spring, Summer	
Prerequisite(s): Consent of the instructor, approval of the department chairperson and the Dean of Education, and agreement filed with the Office of Graduate Studies.	
Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Educational Foundations.	
Department: EDCI/EDF	
EDF 592 Seminar.	1-6 Credits
Term Typically Offered: Fall, Spring, Summer	
Provides an opportunity to investigate topics at the advanced level pertinent to the area of foundations and/or leadership.	
Department: EDCI/EDF	
EDF 593 Workshop.	1-6 Credits
Term Typically Offered: Fall, Spring, Summer	
Provides an opportunity for experimental study at the advanced level in an area of foundation and/or leadership.	
Department: EDCI/EDF	
EDF 594 Clinic.	1-6 Credits
Prerequisite(s): Consent of Instructor.	
Provides an opportunity to explore and develop advanced skills in working with individuals in a foundation and/or leadership setting. Lab fee required. Valid Criminal background check required.	
Department: EDCI/EDF	
EDF 599 Thesis.	1-6 Credits
Prerequisite(s): EDF 501 or equivalent and an approved plan of study required.	
This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree.	
Department: EDCI/EDF	
EDF 690 Internship.	1-6 Credits
Lecture Hours 1-6	
Department: EDCI/EDF	
EDF 698 Directed Research Project.	3 Credits
Term Typically Offered: Spring	
Corequisite(s): EDCI 697.	
Prerequisite/ Provides practicing teachers who are pursuing a master's degree the opportunity to engage in a semester-long directed research project. Each student will work closely with a faculty member to develop and conduct a research project and then analyze and present the results of the project. The specific type of research design will vary depending on student interest.	
Lecture Hours 3	
Department: EDCI/EDF	

Reading

RD 502 Research in Special Programs.	3 Credits
Guides graduate students in application of different types of research in their professional setting. Types of research may include individual case studies, action research, quasi-experimental design, ethnographic studies, or others as appropriate.	
Lecture Hours 3	
Department: EDCI/EDF	
RD 505 Psychological Proc in Rd.	3 Credits
Term Typically Offered: Spring	
Deals with models and theories of print processing; the nature of comprehension; and the relationships of language subsystems, visual and non-visual information and context on construction of meaning during reading.	
Lecture Hours 3	
Department: EDCI/EDF	
RD 506 Literacy Leadership & Coaching.	3 Credits
Term Typically Offered: Spring	
Prerequisite(s): RD 517.	
Prepares students for the role of a literacy leader. Students will explore the theoretical base for reading coaching, including theories of adult development, curriculum evaluation, and organizational change. Students will also learn tools for developmental teacher evaluation and will be equipped with strategies in providing feedback to teachers. This course will also prepare students in understanding current educational policies as well as advocacy techniques. Includes 30 hours of practicum experience.	
Lecture Hours 3	
Department: EDCI/EDF	
RD 510 Instructional Practices.	2 Credits
Term Typically Offered: Fall (even years)	
Provides background in literacy development necessary to examining and expanding upon current practices and present uses of adopted texts and other materials. Explores approaches to integration within the reading program; covers reading teaching methods which are simultaneously diagnostic and developmental.	
Lecture Hours 2	
Department: EDCI/EDF	
RD 513 Developing Student Writing.	3 Credits
Term Typically Offered: Fall	
Provides students with a view of the writing process, methods for engaging children in writing activity in the classroom, assessments of and interventions into the writing efforts of children, and understanding of writing-reading connections consistent with current practices in reading education.	
Lecture Hours 3	
Department: EDCI/EDF	
RD 514 Teaching Reading K-3.	3 Credits
Term Typically Offered: Fall	
Prerequisite(s): EDU 397A/EDU 433.	
Introduces students to developmentally appropriate methods for teaching and assessing reading and literacy in early elementary classrooms. This course will focus on the instruction of Reading in the primary grades (K-3) as reflected in best practices and current research.	
Lecture Hours 3	
Department: EDCI/EDF	

RD 517 Diagnostic Aspects. Term Typically Offered: Summer Prerequisite(s): Six (6) graduate hours in reading or experience in remedial reading. Provides advanced analysis of the reading processes of students experiencing difficulty with reading and reading instruction. Introduces diagnostic assessments, instrumentation, procedures, interpretations, interventions and record keeping methods, and provides a clinical experience. Lab fee required. Valid Criminal background check required. Lecture Hours 3 Department: EDCI/EDF	3 Credits	RD 535 Literature for Young Children. Prerequisite(s): Admission to Teacher Education program. Examines children's literature for children in grades P-3. Students study key aspects of the history of children's literature, of current children's literature, and develop an understanding of literary features of children's literature including genre, illustration, literary elements, and thematic treatments. Students consider instructional approaches for engaging young children in working with literature. Lecture Hours 3 Department: EDCI/EDF	3 Credits
RD 518 Lit Rural/Multcrltr Settings. Provides theoretical background and practical experience in approaching literacy acquisition and development in rural and multicultural settings. Offers consideration of the nature of literacy itself vis-à-vis linguistic, cultural, socio-economic, gender, racial, ethnic, and intellectual diversities. Examines the impact of rural and linguistic sub-group poverty on the development of literacies. Lecture Hours 3 Department: EDCI/EDF	3 Credits	RD 590 Internship. Term Typically Offered: Fall, Spring, Summer Prerequisite(s): Approved plan of study and approved internship application. Provides experience in a responsible appointment as an assistant in a reading setting. Periodic Seminars will be required. Lab fee required. Valid Criminal background check required. Department: EDCI/EDF	1-6 Credits
RD 519 Reading Round Table. Term Typically Offered: Summer Provides students with literature study routines and materials for nine juvenile/young adult trade books; discussion and engagement focuses on one title at a time using a literature workshop method. Examination of reading practices which employ trade books in middle and secondary schools is included. Lecture Hours 1-3 Department: EDCI/EDF	1-3 Credits	RD 591 Independent Study. Term Typically Offered: Fall, Spring, Summer Prerequisite(s): Consent of the instructor, approval of the department chairperson, and the Dean of Education, and Independent Study contract filed with the Office of Graduate Studies. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Reading. Department: EDCI/EDF	1-6 Credits
RD 520 Content Area Rd & Writing. Term Typically Offered: Spring, Summer Prerequisite(s): Graduate standing or consent of instructor. Focuses on the use of reading and writing in the content area. Emphasis is on using writing and reading as a means for achieving content area concept development and evaluating concept development. This course is designed to help content area teachers use writing and reading as an instructional tool in their content area classrooms, teach specialized concepts and vocabularies, teach study and organizational skills for specific content material, and provide teachers with ways to effectively evaluate student writing and concept development. Lecture Hours 3 Department: EDCI/EDF	3 Credits	RD 592 Seminar. Term Typically Offered: Fall, Spring, Summer Provides an opportunity to investigate topics at the advanced level pertinent to the area of Reading. Department: EDCI/EDF	1-6 Credits
RD 531 Storytelling. Provides students with background in the nature of oral narrative, offers developmental experience for the novice teller, and ties storytelling and practices in oral narrative in general to language acquisition and development. Lecture Hours 3 Department: EDCI/EDF	3 Credits	RD 593 Workshop. Term Typically Offered: Fall, Spring, Summer Provides an opportunity for experimental study at the advanced level in an area of Reading. Department: EDCI/EDF	1-6 Credits
RD 532 Teaching Reading 4-12. Term Typically Offered: Spring Explores how to implement research-based instructional practices that scaffold literacy development in the areas of motivation, engagement, reading expository text, using prior knowledge, vocabulary, comprehension, writing, and studying. Additionally, this course examines how to implement research-based assessment techniques for monitoring of students' growth and instructional practices to support continued progress. Provides a view of literacy development consistent with the abilities, interests, and needs of intermediate, middle school, and secondary students. Offered ONLY Online. Lecture Hours 3 Department: EDCI/EDF	3 Credits	RD 597 Action Rsrch Project & Seminar. Term Typically Offered: Spring Prerequisite(s): Seventy-five percent of plan of study completed successfully. Supports student research in areas relevant to instructional practices, diagnostic procedures, and theoretical issues in reading. Department: EDCI/EDF	3 Credits
		RD 599 Thesis. Prerequisite: EDF 501 or equivalent and an approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree. Department: EDCI/EDF	6 Credits
<h2>School Counseling</h2>			
		SCOU 504 Career & Lifestyle Development. Term Typically Offered: Fall Focuses on methods of assisting candidates to obtain, organize, and analyze occupational, educational, personal, and social information in making career and lifestyle decisions for themselves and students. Traditional and contemporary career and lifestyle development theories and methods are explored. Offered ONLY Online. Lecture Hours 3 Department: EDCI/EDF	3 Credits

SCOU 505 Theories of Counseling. Term Typically Offered: Fall Offered ONLY Online Explores the general theories (behavioral, cognitive, humanistic, and Freudian) that have played major roles in counseling profession development. Examines representative theorists of each of the general counseling perspectives and provides an opportunity for students to relate these perspectives to their personal theory of counseling. Lecture Hours 3 Department: EDCI/EDF	3 Credits	SCOU 557 Group Process: Thry & Prctc. Term Typically Offered: Spring Prerequisite(s): SCOU 505, SCOU 506, SCOU 507 or consent of instructor. Includes methods of exploring the individual's own philosophy, values, attitudes, and goals through experience in group dynamics. Lecture Hours 3 Department: EDCI/EDF	3 Credits
SCOU 506 Pract: Coun & Thrpy Techniques. Prerequisite(s): SCOU 505 or consent of instructor and Acceptable criminal background check. Introduces the practicum experience for counseling students. This course provides an opportunity to learn, develop, demonstrate, and practice skills necessary for observing student behavior, conducting therapy, promoting observation of appropriate and effective counselor/student interactions while considering developmental levels during the process of interviewing and counseling. Lecture Hours 1 Department: EDCI/EDF	1 Credit	SCOU 590 Internship: School Counseling. Term Typically Offered: Fall, Spring, Summer Prerequisite(s): Approved plan of study and approved internship. Corequisite(s): SCOU 597. Provides experience as a counselor in training in a community setting. Lab fee required. Valid Criminal background check required. Lecture Hours 1-12 Department: EDCI/EDF	1-12 Credits
SCOU 507 Ethical & Prof Issues Sch Coun. Term Typically Offered: Fall Provides an overview of current legal, ethical, and professional issues related to the practice of school counseling. Focuses on relevant ethical principles, codes of ethics, decision making models, and regulatory procedures. Offered ONLY Online. Lecture Hours 3 Department: EDCI/EDF	3 Credits	SCOU 591 Independent Study. Term Typically Offered: Fall, Spring, Summer Prerequisite(s): Consent of the instructor, approval of the Department Chair and the Dean of Education, and Independent Study contract filed with the Office of Graduate Studies. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Counseling. Lecture Hours 1-6 Department: EDCI/EDF	1-6 Credits
SCOU 508 Pract: Mltctrl/Gndr Issues. Examines current school counseling therapy theory and practice from experimental culture-centered perspectives while simultaneously respecting traditional individual approaches to the field. Promotes the development of diversity sensitivity in support of counseling practices that reflect an understanding of psychosocial influences, cultural beliefs, values, and psychological dynamics related to self-identity, self-advocacy, competency, adjustment, and attitude formation. Lecture Hours 1 Department: EDCI/EDF	1 Credit	SCOU 592 Seminar. Provides an opportunity to investigate topics at the advanced level pertinent to the area of counseling. Lecture Hours 1-6 Department: SPED, SCOU, RD, EC	1-6 Credits
SCOU 520 Group & Individual Eval. Term Typically Offered: Spring Offered ONLY Online Provides an introduction to assessment appropriate to the field of school counseling. Begins training in the proper evaluation, selection, and administration of assessment instruments; interpretation; use of assessment results; and also develops the role of the school counselor in relation to other stakeholders in the assessment process. Lecture Hours 3 Department: EDCI/EDF	3 Credits	SCOU 593 Workshop. Term Typically Offered: Spring Provides an opportunity for experimental study at the advanced level in an area of counseling. Lecture Hours 1-6 Department: EDCI/EDF	1-6 Credits
SCOU 527 Counseling in Elem & MS. Prerequisite(s): SCOU 505, SCOU 506, SCOU 507 or consent of instructor. Provides exposure to the unique aspects of counseling the elementary and middle school student. Curriculum materials for counseling these age groups are explored. Lecture Hours 3 Department: EDCI/EDF	3 Credits	SCOU 594 Clinic. Prerequisite(s): Consent of Instructor. Provides an opportunity to explore and develop advanced skills in working with individuals in counseling settings. Lab fee required. Valid Criminal background check required. Lecture Hours 1-6 Department: SPED, SCOU, RD, EC	1-6 Credits
SCOU 554 Org & Admin School Counseling. Prerequisite(s): SCOU 505, SCOU 506, SCOU 507 or consent of instructor. Provides an understanding of a structural approach to the organization of school guidance and counseling programs. Laws and ethical considerations related to counseling are explored. Lecture Hours 3 Department: EDCI/EDF	3 Credits	SCOU 597 Capstone in School Counseling. Term Typically Offered: Fall, Spring, Summer Prerequisite(s): Completion of 75% of approved plan of study or consent of the instructor. Corequisite(s): Registration in or completion of SCOU 590. Provides an opportunity for students in the school counseling program to demonstrate proficiency in the skills presented in the school counseling curriculum. Lecture Hours 1-2 Department: EDCI/EDF	1-2 Credits
		SCOU 599 Thesis. Prerequisite(s): EDF 501 or equivalent and an approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree. Lecture Hours 4-6 Department: EDCI/EDF	4-6 Credits

Special Education

<p>SPED 502 Research in Special Programs. 3 Credits Focuses on applied research designs and methodologies, scientific inquiry, general procedures in single-case research, and research ethics. Methods will focus on behavior assessment and intervention, experimental evaluation, measurement, and interpretation of data. Offered ONLY Online. Lecture Hours 3 Department: EDCI/EDF</p>	<p>SPED 533 Lrning & Exp Anlysis of Bhvr. 3 Credits Term Typically Offered: Spring Prepares students to conduct further research using the experimental analysis of behavior as a basis for their studies. Covers basic behavioral research and operations, including the following topics: schedules of reinforcement, stimulus control, establishing operations, differential reinforcement, and conditioned reinforcement. Students will demonstrate skills with a virtual rat lab. Lecture Hours 3 Department: EDCI/EDF</p>
<p>SPED 504 Multitiered Systems of Support. 3 Credits Term Typically Offered: Fall Examines a collaborative approach to providing academic supports to learners in a multi-tiered model. Reviews sources of scientifically based instructional strategies; process monitoring techniques; and the partnership between general education teachers, special education teachers, and parents. Offered ONLY Online. Lecture Hours 3 Department: EDCI/EDF</p>	<p>SPED 540 Educ of Exceptional Learners. 3 Credits Term Typically Offered: Fall, Spring, Summer Emphasizes the expanded role of special education to serve as a resource for all teachers and all students, including those with special learning needs. Consideration of current laws and regulations governing special education as well as the provision of special education in the context of regular education. Lecture Hours 3 Department: EDCI/EDF</p>
<p>SPED 510 Professional Issues in Sped. 3 Credits Term Typically Offered: Spring Focuses on current professional issues in special education. Current literature, legal decisions and research will be discussed. Lecture Hours 3 Department: EDCI/EDF</p>	<p>SPED 550 Tchng Stdnts w Emtnl/Bhvrl Dis. 3 Credits Reviews the current literature and recommended instructional strategies and resources for teaching students with emotional disturbance. Offered ONLY Online. Lecture Hours 3 Department: EDCI/EDF</p>
<p>SPED 515 Ethics in Educ & Human Svcs. 3 Credits Term Typically Offered: Summer (even years) Prerequisite(s): admission to graduate studies. Provides an overview of topics such as special education law and policies, duties to refer potential clients, data ownership and sharing, bias and fraud in data collection and analysis, scientific communication, professional communication, publication authorship, duplicate or fragmented publication, plagiarism, conflicts of interest, reporting misconduct, vita preparation, and job search strategies. Offered ONLY Online. Lecture Hours 3 Department: EDCI/EDF</p>	<p>SPED 551 Assessment & Planning. 3 Credits Term Typically Offered: Fall (odd years) Examines assessment techniques applicable to the range of students with disabilities. Students will develop program plans and teaching techniques which they will carry out in natural settings. Offered ONLY Online. Lecture Hours 3 Department: EDCI/EDF</p>
<p>SPED 520 Applied Behavior Analysis. 3 Credits Term Typically Offered: Summer Prerequisite(s): admission to graduate studies. Applies behavior analytic procedures and processes to the understanding of behavior. Topics include ethical considerations for behavior analysts; definitions, characteristics and principles of behavior; and processes and concepts of behavior modification. Offered ONLY Online. Lecture Hours 3 Department: EDCI/EDF</p>	<p>SPED 560 Thry & Pract: Learning Dsbllts. 3 Credits Reviews the current literature and recommended instructional strategies and resources for teaching students with learning disabilities. Offered ONLY Online. Lecture Hours 3 Department: EDCI/EDF</p>
<p>SPED 526 SPED Intrvnt/Adapt for Chldrn. 3 Credits Focuses on teaching strategies and adaptations for young children with special needs, with an emphasis on communication strategies. Lecture Hours 3 Department: EDCI/EDF</p>	<p>SPED 570 Best Practices in I.D.. 3 Credits Reviews the current literature and recommended instructional strategies and resources for teaching students with intellectual and developmental disabilities. Offered ONLY Online. Lecture Hours 3 Department: EDCI/EDF</p>
<p>SPED 530 Curr Adapt Spec Populations. 3 Credits Term Typically Offered: Spring Examines research-based practices used in making accommodations and providing access for students with disabilities to the general curriculum. Lecture Hours 3 Department: EDCI/EDF</p>	<p>SPED 574 Data-Based Instruction. 3 Credits Term Typically Offered: Spring (even years) Focuses on data-based instruction techniques such as discrete trial training, precision teaching, and verbal behavior methods. Lecture Hours 3 Department: EDCI/EDF</p>
	<p>SPED 580 Autism Spctr Dis: Char & Intrv. 3 Credits Term Typically Offered: Spring (odd years) 3cr. Prerequisite: admission to graduate studies. Examines unique characteristics of individuals with autism from diagnosis through skill development by intensive and naturalistic teaching methods. Established treatments will be highlighted. Offered ONLY Online. Lecture Hours 3 Department: EDCI/EDF</p>

SPED 584 Student Teaching. Prerequisite(s): Completion of coursework. Places the student in a supervised field experience in a special education P-12 setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentoring teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Lab fee required. Valid Criminal background check required. Department: EDCI/EDF	6 Credits	SPED 600 Facilitating Positive Behavior. Term Typically Offered: Fall Examines and evaluates historical and current models for facilitating positive behaviors in the school setting. Techniques will also be explored for dealing with challenging behaviors. Lecture Hours 3 Department: EDCI/EDF	3 Credits
SPED 586 Cncptl Iss in Radical Behvrism. Term Typically Offered: Spring Examines Skinner's writings as primary sources for understanding determinism, private events, and cultural design. Offered ONLY Online. Lecture Hours 3 Department: SPED, SCOU, RD, EC	3 Credits	SPED 611 Admin/Sprvsn Spec Prog. Term Typically Offered: Fall (even years) Focuses on the responsibilities of special program administrators. Includes issues of legal mandates, funding professional management, curricular considerations and program evaluation. Provides opportunity to develop a philosophy of leadership and skills for coordination of services across programs. Department: EDCI/EDF	3 Credits
SPED 590 Internship. Term Typically Offered: Fall, Spring Prerequisite(s): Approved internship application. Provides experience in a special education setting. Lab fee required. Valid Criminal background check required. Department: EDCI/EDF	1-9 Credits	SPED 650 Current Pract Stdnts w/Dsblts. Term Typically Offered: Spring (even years) Focuses on current theory and practice in teaching students with learning disabilities, emotional disturbance, and intellectual and developmental disabilities. Offered ONLY Online. Department: EDCI/EDF	3 Credits
SPED 591 Independent Study. Prerequisite(s): Consent of the instructor, approval of the department chairperson and the Dean of Education, and Independent Study contract filed with the Office of Graduate Studies. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Special Education. Department: EDCI/EDF	1-6 Credits	SPED 690 Internship. Prerequisite(s): SPED 611. (F even years) Provides future special education directors with experience in the special education director/supervisor role under the mentorship of a practicing professional. Lecture Hours 1-6 Department: EDCI/EDF	1-6 Credits
SPED 592 Seminar. Provides an opportunity to investigate topics at the advanced level pertinent to the area of Special Education. Department: EDCI/EDF	1-6 Credits		
SPED 593 Workshop. Term Typically Offered: Summer Provides an opportunity for experimental study at the advanced level in an area of Special Education. Department: EDCI/EDF	1-6 Credits		
SPED 594 Clinic. Prerequisite(s): Consent of Instructor. Provides an opportunity to explore and develop advanced skills in working with individuals in Special Education settings. Lab fee required. Valid Criminal background check required. Department: EDCI/EDF	1-6 Credits		
SPED 597 Professional Seminar in SPED. Investigates recent (last 3 years) trends and issues within the field of study as evidenced by periodicals or other literature sources. This is an exit course that requires the integration and synthesis of knowledge and experiences developed through the graduate program. Department: EDCI/EDF	3 Credits		
SPED 599 Thesis. Prerequisite(s): EDF 501 or equivalent and an approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree. Department: EDCI/EDF	1-6 Credits		